



Burrough Green CE Primary School

POLICY ON ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS and/or DISABILITY (SEND)

This policy complies with the statutory guidance laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following documents;

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- The school's Safeguarding and Child Protection Policy
- Our Equalities Policy and Statement 2012 including the Accessibility Plan
- Teacher's Standards 2012

This policy was created in consultation with school staff, Governors and parents of pupils with SEND.

The school's Special Educational Needs and Disabilities Coordinator (SENCo) and Headteacher is Keith Archer. He can be contacted via the school office: office@burroughgreen.cambs.sch.uk 01638 507236

The school's SEND named Governor is Jo Batting.

Introduction

A special educational need is defined as;

- a) a significantly greater difficulty in learning than the majority of children of the same age and/or
- b) a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in a mainstream school
- c) a child working well beyond the expected level for their age group

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for all pupils of the same age. Indications of the types of special adaptations that may be necessary are described in the **School Information Report** under "personalised provision for pupils with an identified special educational need or disability." Special educational needs may be temporary, or subject specific, so we aim at all times to ensure success for pupils through a broad and balanced curriculum, and a flexible, personalised approach to learning.

Objectives

The SEN Code of Practice (2014) takes account of the SEN provision outlined in the Families and Children's Act (2014) and;

- strengthens the right for children with SEND to be educated at a mainstream school or in a mainstream setting,
- gives greater emphasis to genuine communication and partnership when working with parents,
- emphasises the importance of listening to the voice of the pupil and to involving children with SEND in the planning of their education,
- places emphasis on raising the achievements of all children.

Therefore we must:

- raise the aspirations and expectations for our pupils with SEND,
- create an enabling environment of support and challenge to meet the needs of each pupil.

OBJECTIVES

- To ensure pupil participation in the provision of their education.
- To identify all pupils with special educational needs as early as possible.
- To ensure pupils' needs are met and that they reach their full potential through appropriate programmes of work and deployment of resources.
- To work in partnership with others as necessary, especially parents, to inform our planning and delivery.
- To provide support, training and advice for staff to secure the best outcomes for pupils.
- To monitor and review the progress of children with special educational needs, keeping clear records of the action taken and its impact.
- To ensure the smooth transition of pupils between settings.

Roles and Responsibilities

All members of staff at Burrough Green CE Primary School are committed to creating an enabling environment for every child to succeed. While the SENCo oversees provision for children with SEND, every teacher in our school is responsible for the progress of every child in their class, including those with additional needs. Nevertheless specific duties are delegated accordingly.

The Governing Body and the Headteacher take overall responsibility for the Special Educational Needs provision at the school. The role of the SEN Governor is a strategic one and involves;

- understanding how the responsibilities for SEND provision are shared within the school,
- meeting the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy,
- discussing with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs,
- observing at first hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life,
- taking opportunities to meet and talk with parents of children with SEND,
- keeping informed about developments in the area of special educational needs, nationally, locally and within the school.

Additionally Governors will;

- ensure appropriate resources are made available through budget management,
- participate in appropriate training,
- ensure the school meets its statutory duties and,
- monitor the work of the school in fulfilling the objectives of this policy (above),
- deal with any complaints in a way that is consistent with our complaints procedure.

All staff will;

- work in partnership with the SENCo, pupils, parents and other agencies to secure the best outcomes for pupils and,
- share in the planning, delivery, assessment and review of work programmes for specific pupils,
- promote inclusion and independence for the pupils they are working with,
- maintain records and contribute to reports about progress,
- undertake suitable training.

Class teachers will;

- identify pupils with special educational needs,
- set targets, plan work programmes and assess outcomes, which are reviewed regularly,
- keep records of their work,
- ensure information is shared with pupils and parents,
- provide an enabling environment based on quality first teaching, adapting this accordingly,
- direct the work of teaching assistants,

The SENCo will;

- oversee the SEND Policy and report to Governors on the effectiveness of provision,
- offer advice to teachers on how they can fulfil their duties,
- liaise with outside agencies to support the assessment of pupils with more complex needs and the delivery of specialist programmes of work,
- maintain the provision map so we have up to date information on the numbers of pupils with additional needs and how we plan to meet them,
- oversee the work of Teaching Assistants to ensure their effective practice and deployment,
- contribute to the training of staff and Governors, where possible and undertake suitable training,

The Headteacher will;

- retain overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed,
- deal with any complaints in a way that is consistent with our complaints procedure,
- ensure resources are deployed effectively to meet the needs for all pupils.

Pupils will;

- have their wishes about their own needs sought and carefully considered,
- treat their peers with respect.

Parents will;

- work in partnership with the school to help meet their child's needs.

Identifying Special Educational Needs

The Code of Practice describes four broad categories of need.

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

In addition we have to consider other factors that are not a SEND but which may impact on a child's progress and attainment, for example;

- Attendance and punctuality.
- Health and welfare.
- English as an additional language.
- Being in receipt of pupil premium funding.
- Being a looked-after child.
- Being the child of a serviceman/woman.
- The impact of family circumstances.

All these factors are taken into consideration in our school. Early identification of a child's needs is vital. The class teacher should inform the parents at the earliest opportunity to alert them to our concerns and to enlist their active help and participation. This is a two-way process so we equally encourage parents to

share their concerns with us. We must also be alert to what children say and do, in order to be responsive to them.

In addition liaison with feeder Early Years settings can help us become aware of pupils' needs before they enter school. Thereafter regular assessment of all children happens in line with our ***School Assessment Schedule***. Assessment of pupils joining school midway through the year will take place as soon as possible after a settling in period, the results of which will be considered alongside records from the previous school. An ongoing process of planning, teaching and assessment is supported each term with a pupil progress meeting between class teachers and the Headteacher. Progress and attainment of pupils will be discussed alongside any additional provision. Pupils with emerging SEN could be identified at any stage of this process during their school life.

A Graduated Response to Children's Needs

We recognise that there is a wide range of SEN amongst our pupils and so match the level of support, adaptation, or intervention to each child's needs as described in the section ***How will the curriculum be matched to meet my child's needs?*** in the ***School Information report*** (see website for details). We have adopted the 'graduated approach' set out in the 2014 Code of Practice, where the level of intervention increases whenever adequate progress is not being made over time.

The graduated approach is outlined as follows.

1. Concerns are identified – if a teacher is concerned about some aspect of a child's progress, behaviour or well-being they will decide what action to take within normal daily teaching. This could involve adapting resources, changing the teaching method being used or prioritising the delivery of guided sessions to suit the child. Usually this kind of differentiation is successful in meeting most needs. Whatever the nature of the concerns, the teacher will start a dialogue with parents/carers and enlist their support in resolving the problem. The teacher will also inform the SENCo of the concerns. Where the physical environment becomes a barrier to full participation we will use reasonable adjustments to remove them. Teaching Assistants and Lunchtime Supervisors may also have concerns about children. If this is the case they will share them with the child's class teacher.
2. School support – if a child continues to make inadequate progress in spite of the measures (as above) put in place by the class teacher, we may decide that additional intervention is required. This will form the basis of a personal curriculum for the child. The class teacher will liaise with the SENCo at this point about what should be provided, including further diagnostic testing to understand the nature of the difficulties if this is appropriate. An individual Education Plan (IEP) is written by the teacher, with advice from the SENCo setting out no more than 3 targets for improvement. Alongside this the strategies and arrangements needed to help the child achieve the targets will be identified. At this stage regular informal communication between home and school is encouraged, but formal meetings to discuss progress will be held termly. These meetings will decide whether the amount and type of help can be reduced, changed, or increased. New targets may be set in the light of the achievement of existing targets. If progress remains weak the SENCo may ask for additional help or assessment from specialists outside school. These specialists may include an Educational Psychologist, a School Nurse, or Speech Therapist for example. The aim would be to integrate the advice and guidance from these professionals into the child's personal curriculum.

3. Education Health Care (EHC) Plans - If the child continues not to make progress the school may request the Local Authority to make a statutory assessment of the child's SEN. If the LA agrees, it collects information from all the people who have been involved with the child. From this the LA Special Needs Officer decides whether the child needs an EHC Plan to meet their needs. An EHC Plan is a legally binding document, which sets out the provision the child **must** receive to meet his/her SEND. This document involves a multi-disciplinary team from health, education and social care when a child has needs in those areas. The school currently meets the first £6,000 of the cost, and LA then provides the school with additional funds to cover any additional costs of this provision that they agree. This may be used for TA support and/or specialist teaching and equipment. The EHC Plan identifies the long term objectives to be met and these are used to identify shorter term targets as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHC Plan when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan, or an Intimate Care Plan drawn up by the school.

Managing the needs of pupils with SEND

Every term, in consultation with the class teachers, the SENCo updates the whole school provision map detailing the intervention work that will take place. The level of provision for specific pupils will depend on where they lie in the graduated approach outlined above.

How is the level of provision decided?

Resources are allocated according to the needs of the child but with consideration to the budget that the school has to work within, which is set by Governors. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

If the child has a need that we are unable to meet from within our own staff, we will seek support from outside agencies, usually through a Common Assessment Framework (CAF) form.

Criteria for exiting the SEN Support List

If a child has made progress and closed the gap between them and their peers so that they are achieving age related expectations their name is taken off the SEND support list. However to ensure the gains that they have made are maintained they may still be monitored to ensure subsequent progress.

Supporting Pupils and Families

Parents are fully involved at all stages of a child's time at Burrough Green CE Primary School. We aim to develop a close working relationship with our parents to our mutual benefit and that of their children. We have a school SEND **Information Report** that is available on our school website to give parents information about how we support children in our school.

Admission arrangements

In line with current LA policy a place at Burrough Green CE Primary is available to a child with SEND provided that;

- The parents wish the child to attend the school.
- The child's special educational needs can be met by the school.
- Other pupils will not be disadvantaged.

- Resources will be used efficiently.

Burrough Green CE Primary has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **In the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- **In the terms on which the responsible body offers pupils admission** to the school.
- **By refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**

(Disability Rights Commission: Code of Practice for Schools 2002)

Transition between classes

Transition between classes is facilitated by the continual sharing of information about children as a staff. Towards the end of the summer term class teachers and pupils meet in the move up mornings and teachers pass on relevant records before the start of the new academic year. We also continue to use pupils' exercise books from one year to the next to ensure teachers are fully aware of their capabilities.

We have excellent liaison with our on-site Playgroup. All parents/carers of pupils who accept a place at Burrough Green CE Primary are invited to bring their children to pre-transfer integration sessions every Wednesday afternoon for the final half-term of the school year. We get to know the children very well, as they get to know us, and we communicate with pre-school settings about the needs and interests of the children they are sending us. When a child already has a statement, or EHC Plan, we would aim to attend the child's Annual Review held before transfer.

We also enjoy very good liaison with our partner Secondary Schools. Induction arrangements are organised well in advance of transfer and the SENCo ensures all relevant information is provided on request. For pupils with a Statement or EHC Plan, the SENCO arranges to hold the Annual Review early in the academic year before transfer to ensure adequate time is available to make necessary arrangements or adjustments. The SENCo of the receiving school is invited as a matter of course to the review.

Support of pupils with medical conditions

Burrough Green CE Primary recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. Some children with medical conditions may be disabled and where this is the case school will comply with the Equality Act 2010.

Some may also have special educational needs and disability (SEND) and may have a Statement, or EHC Plan, which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

When a child has a medical condition, school staff consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. We provide support to reduce the educational, social and emotional implications of a medical condition including the impact of both long extended and short frequent absences.

An Individual Healthcare Plan (IHP) is written by the SENCo with support and advice from the school nurse following which training and support for staff to be able to meet the child's needs is organised. Staff must not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect any IHPs). A first-aid certificate does not constitute appropriate training in supporting children with medical conditions.

The School is developing a separate policy for the support of pupils with a medical condition in line with the 'Statutory Guidance on Supporting Pupils at School with Medical Conditions' April 2014.

Training

The head teacher, in his role as SENCo is responsible for the identification of training needs. This is done in part through ongoing discussion with staff through, for example, pupil progress meetings, staff appraisal meetings, staff meetings, or by the admission of a new pupil with a specific need.

All staff have regular training on child protection, and Mr Archer has completed Designated Person for Child Protection training. Mr Archer is also the responsible person for managing Pupil Premium and Looked After Children provision.

Storing and managing information

Children's SEND records are stored in a locked filing cabinet. Electronic copies of records are stored securely on the school's central hosting system. Once a child leaves Burrough Green CE Primary relevant records are sent to their new school, and any records no longer useful are shredded.

Monitoring and evaluation of SEND

The SENCO monitors the day to day implementation of this policy and crucially its impact on pupil progress and development. In addition the success of the policy may be evaluated by using some or all of the following questions.

- To what extent is the culture, practice, management and deployment of resources in the school designed to ensure the needs of all pupils are met?
- Are pupils with SEND identified early?
- Is best practice exploited when devising interventions?
- Have the wishes of the pupil been taken into account?
- How strong is the partnership between educational professionals and parents?
- Are the portfolios kept up to date and reviewed?

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an EHC Plan for the child the parents again have the right to appeal to the SEND Tribunal.

Reviewing the policy

The Learning and Achievement Committee of the Governing Body will review this policy.

Policy Ratified by the full Governing Body on 1.12.14

Next Review: Autumn 2017